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ABSTRACT

This report presents national standards and guidelines for initial teacher education in Australia. The report is the outcome of wide-ranging discussions conducted across Australia in 1996 as part of a collaborative project to develop standards and guidelines for initial teacher education. In 1997, the Advisory Committee completed a draft exposure of the report and released it to major stakeholder groups nationwide for feedback. The report presents a comprehensive array of qualities expected of new teachers. There are also program and organizational standards and guidelines. Part 1 of the report presents the National Standards and Guidelines for Initial Teacher Education in three sections. The first section outlines attributes of graduates considered necessary for effective beginning teaching and a successful teaching career. The two following sections indicate the normal expectations of institutions and their programs if they are to ensure the specified graduate standards. Part 2 of the report describes development and implementation of the National Standards and Guidelines. Part 3 of the report offers three appendixes with (1) organizations and individuals making written submissions, (2) organizations and individuals consulted, and (3) organizations that responded to the exposure draft of the standards and guidelines. (SM)

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Preparing a Profession

Report of the National Standards and Guidelines for Initial Teacher Education Project

February 1998

Australian Council of Deans of Education

Canberra

SB 019 967

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February 1998

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National Standards & Guidelines
for Initial Teacher Education

A collaborative project funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs

2 December 1997

The Hon. Dr David Kemp
Minister for Employment, Education, Training and Youth Affairs
Parliament House
CANBERRA ACT 2602

Dear Minister

In July 1996 funding was approved, under the Projects of National Significance Program, for a project to develop national standards and guidelines for initial teacher education. It was agreed that the Australian Council of Deans of Education would manage the project and that I would chair an Advisory Committee representative of the major stakeholders in initial school teacher education.

It is my pleasure to submit the report of the project which carries the endorsement of the Advisory Committee. I believe it is a significant statement which reflects best practice in Australia, sets the scene for future development, and, by implication, acknowledges the significance of a high quality teaching force to the health and wealth of this nation.

I commend the report to you.

Yours sincerely

Professor Kym L Adey
Chair

Terms of reference

To develop standards and guidelines for initial teacher education (based on work already undertaken, and informed by the *National Competency Framework for Beginning Teaching* and other comparable frameworks)

To consider the roles of such guidelines in underpinning high standards of teacher education and entry into teaching across Australia

To identify appropriate means of fostering partnerships to enhance initial teacher education

Advisory Committee

Professor Kym Adey - Australian Council of Deans of Education (Chair)

Ms Sharan Burrow - Australian Education Union

Professor Christine E. Deer - Australian Council of Deans of Education

Associate Professor Elizabeth Hatton - Australian Teacher Education Association

Dr Roger Hunter - National Council of Independent Schools' Associations (replaced Mr Fergus Thomson in April 1997)

Dr Marie Jansen - Queensland Board of Teacher Registration

Mr Brian Pearson - DEETYA (replaced Dr Peter Whitney in March 1997)

Ms Dianne Reardon - National Catholic Education Commission

Ms Lynne Rolley - Independent Education Union

Ms Angela Scarino - National Education Forum

Ms Gillian Shadwick - Conference of Education Systems Chief Executive Officers

Ms Barbara Preston (Executive Officer)

Recommendations

Recommendation 1

- That the *National Standards and Guidelines for Initial Teacher Education* be endorsed by MCEETYA as the council of ministers responsible for schools and higher education throughout Australia.

Recommendation 2

- That the *National Standards and Guidelines for Initial Teacher Education* be used as criteria for the external accreditation or approval of initial teacher education programs in a way which is complementary to existing procedures.

Recommendation 3:

- That the application of the *National Standards and Guidelines for Initial Teacher Education* to the external accreditation or approval of initial teacher education programs be according to the principles set out in Chapter 3.

Recommendation 4:

- That decisions about implementation be made in consultation with the major stakeholders following the release of the report.

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Preface

In July 1996 funding was provided under the Projects of National Significance Program of the Schools Division of the Commonwealth Department of Employment, Education Training and Youth Affairs, for the Australian Council of Deans of Education to manage a collaborative project aimed at the development of national standards and guidelines for initial school teacher education. The project was also required to consider the roles of such guidelines in underpinning high standards of teacher education and entry into teaching across Australia, and the identification of appropriate means of fostering partnerships to enhance initial teacher education.

This report represents the outcome of the wide-ranging discussions that have been conducted across Australia in accordance with the project brief. The full text of the *National Standards and Guidelines for Initial Teacher Education*, which was developed through the project in response to the first of the terms of reference, is included in this report. A consideration of the possible uses of the document in the external review of initial teacher education programs includes a discussion of six principles which the Advisory Committee believes should inform such use, followed by an outline of the nature, strengths and weaknesses of three options for external review. This meets the second of the terms of reference.

The third term of reference is incorporated in the substance of the *National Standards and Guidelines for Initial Teacher Education*, and in the discussion of the uses of the document. Fostering partnerships is a complex and wide-ranging issue, concerning which much practical and theoretical work is being done by many individuals and stakeholders in initial teacher education. Within the resources of this project, and mindful of our primary focus on the *National Standards and Guidelines for Initial Teacher Education*, we could only deal with certain aspects of the topic.

In establishing the Advisory Committee for the project, care was taken to ensure that the categories of membership reflected key stakeholder groups in the field of initial school teacher education. It was heartening to note that, without exception, all groups nominated very senior representatives. From the outset this added to the professional credibility of the project, and increased the potential for acceptance of its determinations. The membership of the Advisory Committee is listed separately.

Late in 1996, and again in early 1997, public advertisements were placed seeking expressions of interest in receiving the briefing material of the project. There were more than eighty responses to the advertisements. In addition, all significant stakeholders were sent the briefing material and invited to make submissions to the project. Those organisations and individuals who made written or verbal contributions to the project are listed in the appendices.

The Advisory Committee undertook an extensive program of hearings in all states and the ACT. Many groups attending these hearings indicated their appreciation of the opportunity to discuss matters of professional significance to initial teacher education. The outcomes of these discussions, as well as the written contributions, proved most useful in the crafting of the report.

It must be emphasised that the Advisory Committee found significant evidence of exemplary practice in initial teacher education in all states and territories. It is apparent that there is an increasing emphasis on an Australian research base to underpin the development of course content and design. There can be no doubt that, properly resourced, and with reference to the outcomes of this report, Australian universities can, without exception, deliver initial teacher education of the highest international standard.

In October 1997 the Advisory Committee released an exposure draft of the *National Standards and Guidelines for Initial Teacher Education* to major stakeholder groups throughout Australia. It has been significant that, without exception, the responses to the draft have included substantial levels of endorsement. In many cases this was unqualified. Where refinement was suggested attempts have been made to take this into account. As is to be expected, there remain some areas where there are differences of opinion, the most significant of which are discussed in the text of this report. However, they do not detract from the overwhelming level of support for the *National Standards and Guidelines for Initial Teacher Education* evident in responses.

Thanks are due to all who presented at hearings or prepared written submissions and responses. Appreciation is also extended to those organisations that facilitated State or Territory consultations. The Advisory Committee set itself an exhausting program of consultations. The success of these was due in no small way to the support it received throughout its deliberations.

I would like to extend my sincere thanks to the members of the Advisory Committee for their commitment to the project and for the spirit of collaboration that was maintained throughout. Particular thanks are due to the executive officer, Barbara Preston, without whose skills of synthesis, editing and patience this report could not have been written.

I extend my gratitude to the Minister, the Hon. Dr David Kemp, who provided the opportunity for those with a professional commitment to initial teacher education to give expression to their practice and their expectations.

This report provides a framework for securing high quality teacher education in Australia. Properly used it will help maintain a teaching force of the highest international standard.

Professor Kym L Adey
Chair
National Standards and Guidelines for Initial Teacher Education Project

Introduction

The principal objective of this project has been the drafting of 'Standards and Guidelines' that can be used as the basis of a national, professionally driven framework for initial teacher education. This was always going to be a complex exercise needing to acknowledge the rich diversity of existing programs, university autonomy, and the varying interests and perspectives of stakeholders.

The *National Standards and Guidelines for Initial Teacher Education* are a serious attempt to provide a clear statement which ensures rigour while still allowing scope for innovation. Their preparation has provided an opportunity for those with a professional commitment to initial teacher education to clarify their expectations. It is most likely that some of the public uncertainty surrounding the initial professional education of teachers has its genesis in the lack of knowledge of the content, development, and demands associated with contemporary courses. The document aims to provide a window to, and facilitate, best practice. Other fields of study, such as medicine, engineering, and pharmacy, have long had national standards for initial preparation of those seeking to enter the associated professions. Thus the focus of this report has significant precedent. Nevertheless, the scale and complexity of initial teacher education makes the task both demanding and unique.

We hope that the outcomes of this project will give expression and formality to the significant professional research and interaction that has influenced the design and delivery of initial teacher education courses in recent years. This project also offers the prospect of professional standards and guidelines which will underwrite the quality of Australia's emerging teaching force as we face the diversity and challenges of future schooling.

The *National Standards and Guidelines for Initial Teacher Education* identify a comprehensive array of qualities expected of new graduates of initial teacher education programs. These qualities are held to be fundamental for any beginning teacher in this country. There are also program and organisational standards and guidelines which cover the features of initial teacher education providers and the programs they offer which are considered necessary to achieve the specified graduate outcomes, and which provide necessary accountability to relevant stakeholders as well as meeting some other requirements. The statements relating to duration of courses and components of courses are clear, and at this time some programs would have difficulty meeting them. They have been determined by taking due account of national trends, the literature, the submissions and the associated hearings. It has been essential to recommend a framework that makes possible substantive attention to the critical components of initial teacher education. Within that framework, there is substantial scope for variation, allowing for both undergraduate and graduate entry course designs.

In general the *National Standards and Guidelines for Initial Teacher Education* focus on areas to be covered in course designs without prescribing how this should be done. We believe that this is an essential provision if diversity is to be both sustained and promoted. All initial teacher education courses require substantial infrastructure and support services. The *National Standards and Guidelines for Initial Teacher Education* give particular emphasis to this dimension with a view to ensuring that the institutional context for course design and delivery is of the highest quality. This is held to be an essential aspect of any responsibly constructed professional framework for standards and guidelines. It is especially important in the context of increasing diversification of providers in higher education. It specifically seeks to interrogate the capacity of providers to actually deliver the substance of the *National Standards and Guidelines for Initial Teacher Education*. The challenge for any provider must be to demonstrate how their programs result in the graduate outcomes being attained. We maintain that this would be best assessed through a rigorous accreditation process. The report outlines several options for doing this.

This report represents the end product of extensive review of current research and practice. While it is reasonable to assert that it should achieve broad-based professional support, it is acknowledged that the field is fluid in nature. The changing requirements of our schools and our teachers demand that initial teacher education course design and delivery should be subject to ongoing re-evaluation. This requires that the standards and guidelines in the document are open to review. At this stage there is no mechanism for this other than through periodic commissioned reports. If there is to be a serious commitment to the quality and standing of Australia's teaching force, more attention must be given to the development and maintenance of a strong, professionally-based planning framework and structure. The report offers a basis for this.

There has been a concern during the development of the report that its outcomes might be overshadowed by the complexities of State and Commonwealth interests in schooling. Whatever these, or other, concerns might be at any given time, they should not suppress the advent of the first serious attempt to articulate a comprehensive national planning statement aimed at ensuring the quality of our new teachers and the learning they facilitate. Teachers have never been subject to more scrutiny than they are today. While there is nothing wrong with informed public interest in the quality of schools and teaching, it is essential that, as a society, we have a systematic and professionally informed approach to the maintenance of high quality. This report offers a foundation for an effective response. It is a platform for promoting the status of teachers and for ensuring that initial teacher education is sustained with due regard given to professionally endorsed best practice. The quality of our schools and of student learning demands nothing less. It should be remembered that what is being proposed is no more than already exists for numerous other professions in Australia. The centrality of the quality of teaching and learning to the intellectual health and wealth of our nation offers clear justification for the direction of this report.

This report focuses on initial teacher education. This is the first phase in the ongoing development and support for teachers. Initial preparation cannot provide all the knowledge, skills, and understandings required throughout their careers. The need for continuing education for teachers is essential if they are to keep abreast of the significant changes to information, access to it, and the means for its analysis. In addition, teachers are increasingly expected to assume more diverse roles associated with the social and emotional welfare of students. These changes need systematic attention if schools are to be at the cutting edge of new requirements and developments. They should also be manifest in subsequent iterations of the *National Standards and Guidelines for Initial Teacher Education*.

The application of the *National Standards and Guidelines for Initial Teacher Education* offers the prospect of increased interaction between stakeholders in initial teacher education. More particularly, it would facilitate the dissemination of innovation and best practice, and help secure the quality of our teaching force and its professional standing. It is an important step in the development of the teaching profession and in the public image of the rigour, breadth, and relevance of initial preparation. This report is both a reflection of the genuine progress that has been made in initial teacher education, and a platform for future development.

PART ONE

National Standards and Guidelines for Initial Teacher Education

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PREAMBLE

The *National Standards and Guidelines for Initial Teacher Education* are intended to be used for the external review of initial school teacher education programs for the purposes of approval or accreditation. This is part of the public accountability of institutions for ensuring that their graduates are ready for effective beginning teaching and have potential for a successful teaching career. The document may also assist with the development or internal review of programs, and it may also be a reference document for collaboration or consultation among the various stakeholders in initial teacher education.

The document is in three sections. The first, 'Graduate Standards and Guidelines', outlines attributes of graduates which are considered necessary for effective beginning teaching and a potentially successful teaching career. They are consistent with the *National Competency Framework for Beginning Teaching*.

The two following sections, 'Program Standards and Guidelines' and 'Organisational Standards and Guidelines', indicate the normal expectations of institutions and their programs if they are to ensure the specified graduate standards. However, variations from the Program and Organisational standards and guidelines may be acceptable if it can be demonstrated that the graduate standards are met through other means, and that there is the necessary collaboration and accountability. The complex and diverse nature of teaching in turn demands that there should be diversity and creativity in patterns of, and approaches to, initial teacher education. The *National Standards and Guidelines for Initial Teacher Education* are intended to encourage and ensure high quality initial teacher education without diminishing this valuable diversity.

The *National Standards and Guidelines for Initial Teacher Education* are consistent with a recognition of the academic independence of universities. They are not intended to be exhaustive, but represent the core attributes expected of graduates, and, less directly, of initial teacher education programs and institutions delivering those programs. They allow for course curriculum and delivery to be decided by institutions, and to be augmented according to local or particular requirements and conditions.

The *National Standards and Guidelines for Initial Teacher Education* are concerned with initial teacher education only. Initial teacher education, as its name implies, is merely the first stage of the teacher education process; it prepares teachers to begin teaching but cannot possibly provide them with all the knowledge, skills and understandings they will need throughout their careers. Continuing professional education, including induction of new teachers or teachers new to a particular role, is thus extremely important; indeed, professional development must be ongoing throughout the career of

every teacher. However, given the diverse practices of deployment of beginning teachers, and the variable availability and quality of induction in Australia, the graduate attributes set out in this document incorporate some matters which might, ideally, be covered during a period of structured and substantial induction. Until and unless such induction can be guaranteed for graduates before they begin fully responsible professional practice, those matters will need to be covered in an initial teacher education program prior to graduation. There remains much that can only be learnt during the period of beginning teaching, and quality induction programs should be available to all beginning teachers.

The *National Standards and Guidelines for Initial Teacher Education* are for application to programs providing professional preparation for school teachers. They are not intended to be applied to programs preparing teachers for nonschool settings such as adult and vocational, non-school early childhood, or higher education. However, the document may be useful for the internal development or review of non-school teacher education programs. It is recognised that most early childhood initial teacher education programs prepare students for both school and non-school settings (covering children aged 0 to 8 years), and that increasing numbers of programs provide combinations such as secondary school teaching and adult and vocational teaching. The specificity of these standards and guidelines to initial school teacher education in no way implies inappropriateness of such programs, and the application of these guidelines should not undermine the integrity of these programs.

The processes of review, consultation, information collection and discussion associated with the application of these standards and guidelines can be augmented by support and clearing house activities so that networking among teacher education institutions and among all the stakeholders in initial teacher education is facilitated, and thus innovation and dissemination of best practice promoted.

It is intended that the *National Standards and Guidelines for Initial Teacher Education* will be periodically reviewed through a consultative process.

1. GRADUATE STANDARDS AND GUIDELINES

Programs should be such that all graduates have developed those attributes which are necessary for effective beginning teaching and a potentially successful teaching career, and which can reasonably be expected to be developed in an initial teacher education program. These graduate attributes are set out below.

1.1 General professional attributes

1.1.1 Graduates should have an appreciation of entering a profession of rich complexity, which is of profound value to society, and which carries great responsibility, challenge and satisfaction.

1.1.2 Graduates should have the understanding and commitment to maintain the highest professional and ethical standards.

1.1.3 Graduates should have a coherent sense of themselves as professionals who have the competency to bring together personal attributes (knowledge and understanding, social and physical capabilities, values and dispositions) for effective practice as a beginning teacher, and who will act with professional responsibility. They should be able to make judgements about their competence in particular circumstances, and know when and how to seek assistance.

1.1.4 Graduates should see their initial teacher education as the first part of a continuum of professional learning, whatever provision school authorities may make for induction and continuing professional education. They should be committed to, and capable of, lifelong learning.

1.1.5 Graduates should have a critical awareness of how their own background (social, cultural, financial, educational, geographic, religious) shapes their approach to teaching and the assumptions they will make as teachers. They should have an awareness of their own values, and an understanding of the role of values in teaching practice, curriculum and school organisation.

1.1.6 Graduates should be able to communicate effectively and appropriately to the range of audiences (students, colleagues, school administrators, parents, and others) and in the range of circumstances expected of a beginning teacher.

1.1.7 Graduates should have an active sense of themselves as part of the education research community. They should be practitioner-researchers for whom research is a normal part of teaching practice. They should be explicit and analytic about their practice. They should have the capacity to access,

evaluate and incorporate research findings into their work. They should be open to informal and formal collaboration with teaching or academic colleagues in research activities - including designing, developing, carrying out, evaluating, communicating and applying research. They should be familiar with the major education research traditions, and should be able to critically examine the nexus between a body of research and educational policy-making and practice, and have an appreciation that the findings of much research are, or appear to be, contradictory and uncertain.

1.1.8 Graduates should have developed their individual talents and interests as they relate to teaching - fostered their critical and reflective capacities, aesthetic sensibilities, and creative and physical skills. They should have developed an appreciation of the diverse modes of human experience and expression. They should have developed the capacity to understand and respond positively to the challenge of a changing society.

1.2 Duty of care, health and safety

1.2.1 Graduates should be prepared for their 'duty of care' responsibilities to students, including knowledge of statutory requirements (including requirements of mandatory notification) in the Sate/Territory in which they are likely to teach, and an awareness of the general nature of requirements elsewhere in Australia. They should have the skills of identification of indications of abuse or other situations requiring intervention, and be able to deal appropriately and sensitively with a disclosing student, liaising with other agencies as appropriate. They should have the understanding, confidence and commitment to refer and/or consult when they cannot manage the situation themselves.

1.2.2 Graduates should understand and be committed to the principles of health and safety in schools, and be able to maintain and promote the health and safety of their students, their colleagues and themselves.

1.3 Students and their communities

1.3.1 Graduates should regard all students as capable of learning, and be committed to treating all students equitably.

1.3.2 Graduates should have gained knowledge and understanding of human growth and development, in all its diversity. While this knowledge should include the whole human lifespan, the main focus should be on learners within the age range (or developmental stage) of those they will be teaching. This knowledge should include the variety of ways in which people learn and the implications of this for policy and curriculum development, and for program and lesson planning, presentation and evaluation. They should have a critical appreciation of knowledge and research in this area, how the field has developed, and the major areas of contemporary investigation.

1.3.3 Graduates should have an understanding of the general nature of diversity and the conceptual and ethical issues involved. They should also have an understanding of the particular characteristics of learners and settings they are likely to encounter. They should appreciate the richness and contributions of particular groups, as well as any disadvantages experienced. They should understand the implications of this diversity for curriculum development, pedagogy and other aspects of their professional work, including pastoral care and working with parents and communities. This diversity includes cultural and linguistic diversity of learners and their communities, learners who have learning difficulties or impairments, who are identified as gifted and talented, differences between the sexes, and the range of settings including different school and sector types, and schools in rural and isolated areas. Graduates should have substantial, specific competency in teaching students with disabilities, and students who require teaching of English as a second language, and any other specific groups as locally determined.

1.4 Indigenous education

1.4.1 Graduates should have developed the knowledge, understandings, capabilities and dispositions to effectively teach Indigenous students, and to teach all students about Indigenous issues.

1.4.2 Graduates should be able to incorporate Indigenous perspectives in the curriculum of the content areas they teach; and they should be able to participate in the development and implementation of school-based Indigenous studies programs and related school policies and practices, and to respond effectively to issues related to Indigenous Australians which arise in the course of their professional work.

1.4.3 Graduates should understand the need for appropriate consultation with Indigenous communities, and have the knowledge and skills to carry out such consultation.

1.4.4 Graduates should have an appreciation of using English as a second language methodology for Indigenous language speakers, and English as a second dialect methodology for speakers of Aboriginal English.

1.5 Content studies

1.5.1 Graduates should have a broad general education as a framework for critically developing their understanding of their subject/learning areas, for developing understanding and capability in new areas, and for providing a basis for responding effectively to a range of issues which will arise in their professional work.

1.4.2 Graduates should have understanding, at a level appropriate to higher education, of the areas they are prepared to teach: those areas' historical development, central concepts and language; relevant content knowledge,

capabilities and appreciations; structures and characteristic modes of inquiry. Graduates should be able to engage in critical examination of those areas. These expectations will vary relative to the age-range of learners and the breadth of curriculum areas which the graduate is prepared to teach.

1.5.3 Graduates should have the deep understanding of content and pedagogy which enables them to transform (organise, adapt, present) content in ways which are powerfully responsive to the particular characteristics of learners, curricula and teaching environments. They need to have such 'pedagogical content knowledge' thoroughly integrated with their other knowledge and capabilities.

1.6 Curriculum

1.6.1 Graduates should be prepared for the teaching of learners in specified developmental stages, year levels or age ranges, and in specified curriculum areas. This preparation should take into account:

- the views of school authorities on the nature, number and mix of specialisations in which teachers should be prepared;
- relevant recruitment or registration criteria or industrial agreements; and
- matters of teacher supply and demand.

1.6.2 Graduates should also be familiar with:

- teaching approaches used with learners in other developmental stages or age ranges (especially at levels contiguous with those for which the student teacher is preparing), and
- curricula in other areas (particularly those cognate with the areas on which the student teacher will focus).

1.6.3 Graduates should understand, as appropriate, differences and continuities in approaches and curricula between early childhood programs and primary schooling, between primary and secondary schooling and between secondary and post-secondary education. They should understand developments in middle schooling and other alternative ways of approaching the education of students of different ages. Graduates should also be aware of differences and continuities between generalist and specialist teachers, different ways of approaching the relationships between various content areas, and cross-curricular perspectives.

1.6.4 Those intending to teach in secondary schools should have the skills and understandings related to the broadening of the school curriculum at post-compulsory levels, including the incorporation of vocational education into the senior curriculum, and links between schools, post-school education and training, industry, and the community.

1.6.5 Graduates should have a knowledge of relevant curriculum documents and resources; an ability to critically assess such documents, their rationales

and perspectives; an understanding of short and long term curriculum planning; skills in the translation of syllabuses and work programs into daily programs for classroom practice; and the ability to develop appropriate sequences of lessons. They should have an adequate understanding of the philosophies underlying curricular frameworks used by major school authorities with whom they are likely to gain employment.

1.7 Literacy

1.7.1 Graduates should have the knowledge and understanding which will enable them to meet the responsibility which all teachers, at all levels of schooling and in all curriculum areas, have for the development of literacy skills, as well as specific responsibilities associated with their own specialisation.

1.7.2 Graduates should know and understand:

- that effective literacy requires the ability to read, understand and use written, aural, visual and other texts, and to write, speak and otherwise communicate appropriately in a wide range of contexts for many different purposes, and to a variety of audiences, and to have an appropriate level of linguistic awareness;
- that literacy is integrally related to learning in all areas of the curriculum and enables all individuals to develop knowledge and understanding;
- the diverse ways in which children and adolescents develop and use language and literacy - throughout the years of schooling and across different areas of the curriculum;
- the relationship between literacy in first and subsequent languages;
- the relationship between literacy and technology;
- how students' communicative and learning capacities can be enhanced by their awareness of the structure of language and how language systems work;
- how language and literacy contribute to the shaping of judgements and values held by individuals and communities;
- any agreed benchmarks which set performance standards for literacy at different levels of schooling.

1.7.3 Graduates should themselves have high levels of competence in literacy and linguistic awareness, and should:

- be able to deal effectively with literacy issues in the context of their specialist curriculum areas;
- be familiar with a range of literacy teaching approaches and intervention strategies, and be able to select and implement those which will enable them to meet the needs of particular students in particular circumstances;

- be able to monitor, assess and report on language and literacy as an integral part of enhancing the literacy development of students;
- appreciate the ways in which their own understanding of language, literacy and related pedagogy is enhanced through ongoing critical reflection, research and experimentation.

1.8 Numeracy

1.8.1 Graduates should be able to effectively contribute to their students' numeracy development. They should themselves be adequately and confidently numerate, and possess knowledge and understanding of numeracy as a fundamental component of learning, performance, discourse and critique across all areas of the curriculum, in particular within their own curriculum levels and areas. They should appreciate numeracy as involving the ability to use a combination of:

- underpinning mathematical concepts and skills from across the discipline (numerical, spatial, graphical, statistical and algebraic);
- mathematical thinking and strategies;
- general thinking skills; and
- grounded appreciation of context.

1.8.2 Graduates should understand that numeracy contributes to the ability to both solve problems and to interpret and produce text, arguments and conclusions - both in formal education and throughout life. Based on their knowledge of the numeracy demands and opportunities inherent in their teaching and their particular responsibilities according to their specialisations, graduates should be able to discern and respond to individual students' numeracy learning needs, particularly for those students whose progress is at risk because of limited numeracy skills.

1.9 Teaching and learning

1.9.1 Graduates should have sound and adequate knowledge of all aspects of learning processes and the implications for teaching.

1.9.2 Graduates should have an understanding of teachers as theory builders and should be able to make explicit, critically reflect on, and modify as appropriate their theories of teaching. They should see teaching as intellectual work and should have the cognitive and metacognitive skills required in teaching. They should be aware of research into, and new approaches to, teaching practice. They should be flexible and responsive in their teaching.

1.9.3 Graduates should have teaching competencies appropriate to their intended role. They should be able to:

- communicate effectively with learners;

- use (and understand when to use) a variety of teaching/learning modes, using a range of technologies, including those appropriate for whole class, small group and individual work, in settings including the classroom, the 'virtual classroom' of distance mode, the school or college, and the broader community, including the workplace (where appropriate);
- recognise and use the prior knowledge and experience which students bring to learning;
- foster independent and cooperative learning;
- engage learners actively in developing knowledge and competence;
- prepare students for life-long learning;
- develop in all students the ability to make effective use of their learning.

1.9.4 Graduates should be able to cater for the wide variation in characteristics and needs of all learners. This includes an ability to diagnose individual learning needs and adapt their teaching approaches and subject content to suit the individual learning needs of all students, taking account of factors such as learners' sex, age, ability, learning styles, impairment, behaviour, social and geographic circumstance, language and culture. They need to know the special education requirements of students with disabilities and students who require teaching of English as a second language, including the role of specialist support staff, materials and techniques.

1.9.5 Graduates should have familiarity with non-traditional and emerging structures and delivery mechanisms (modes) of school-level education, and the capacity to develop and adapt to new ways and circumstances in the future.

1.10 Relationships with learners and behaviour management

1.10.1 Graduates should be able to build positive relationships with learners, and to encourage student behaviour which promotes learning. They should have appropriate knowledge of, and ability to implement, effective inclusive principles and practices of classroom management, including class routine and organisation, behaviour management and the keeping of relevant documentation. They should understand the relationships between classroom management practices and whole school culture, policies and practices.

1.10.2 Graduates should have an appreciation of the particular difficulties in behaviour management they are likely to encounter as beginning teachers (especially if they are likely to be initially employed in casual or short term mode), and the range of strategies and support available to deal with these difficulties.

1.11 Technology

1.11.1 Graduates should have an understanding of and ability to use appropriate technologies, particularly information technology:

- to facilitate learning;
- for record-keeping and other administrative tasks; and
- for professional interaction.

1.11.2 They should have a thorough knowledge of how the new learning, information and communication technologies can be used in their particular curriculum levels and areas, including as a means of enhancing interactions between people and as a means of engaging and interrogating sources of information, argument and ideas. They should be able to evaluate software, and develop strategies for managing classrooms that use new technologies. They should be familiar with current information storage and retrieval systems and technologies, and have the capacity to develop competency in new systems and technologies as they emerge.

1.12 Assessment and evaluation

1.12.1 Graduates should have the knowledge and ability to implement a variety of appropriate student assessment and program evaluation strategies, including the ability to construct and undertake reliable and valid assessments of learners. They should have the knowledge and commitment to ensure inclusive assessment and evaluation practices which are consistent with equity and social justice.

1.12.2 Graduates should understand:

- the interaction between assessment, curriculum, learning and accountability;
- the philosophies and purposes underpinning assessment and evaluation practices;
- ethical and legal issues relating to the collection and use of assessment data.

1.12.3 Graduates should be able to:

- design valid assessment tasks and procedures to elicit in a fair manner the range of learning of all students;
- make reliable judgements of students' performance in relation to specified criteria;
- use information gained through the assessment process for the purposes of diagnosis and monitoring student progress;
- profile and report on student progress;
- encourage and support self and peer assessment among students;
- maintain student achievement and other records, being aware that the policies covering the way this should be done differ between schools and systems;

- communicate in an appropriate and timely manner the results of assessments to students, their parents, to colleagues, and, where appropriate, to other education authorities or employers.

1.13 Working with others

1.13.1 Graduates should have interpersonal skills to cooperate effectively with professional colleagues, to be collegial members of the teaching profession, to work with specialist resource personnel and agencies, and to work with and manage support staff and volunteers in their classroom or other immediate work environment. These skills should include an ability to work with others in groups and teams.

1.13.2 Graduates should have the confidence and ability to engage in collegial peer assessment and self assessment as part of every-day professional work.

1.13.3 Graduates should have developed an understanding of the roles of parents (and other caregivers) in schooling in terms of both the education of parents' own children and through representative organisations at the school, local and national levels. Graduates need to have an understanding of models of partnership with parents in the context of their understandings of teacher professionalism, to know the structures of parent participation in the settings for which they are being prepared, and to have developed an ability to work with parents. They should have a commitment and ability to foster positive relationships with students' families and communities. Graduates should be able to develop close partnerships between home and school, which allow them, for example, to gain insights into the experiences and practices of literacies of their students' families and communities, and to adapt their practices at school to optimise students' learning.

1.14 Working in schools and systems

1.14.1 Graduates should be capable of effective teaching anywhere in Australia and in many international situations (with appropriate induction and support from school authorities), but have more detailed preparation for a particular situation (a particular State/Territory, school system, type of school, student population and/or geographic location).

1.14.2 Graduates should have an understanding of a range of teacher roles inside and outside the classroom and their inter-relationships - roles that they may take up as beginning teachers and those generally taken up by experienced teachers.

1.14.3 Graduates should have an understanding of different forms of employment (especially those common for recent graduates such as casual and short term contract work) and the associated teaching roles and responsibilities, and industrial conditions.

1.14.4 Graduates should be acquainted with the support networks available to beginning teachers, including those provided through support centres and professional and industrial associations, as well as the support that may be available within a school.

1.14.5 Graduates should have an understanding of the organisation and administration of schools and of relationships between schools and the community. They should have an appreciation of the importance of cooperation with other social agencies.

1.14.6 Graduates should have an understanding of and capacity to be constructively involved in school-level decision-making as it currently operates in different school sectors, and as it is developing. They should be able to operate effectively in schools organised and managed in different ways. They should be flexible and open to change in school-level decision-making, organisation and management. They should be able to be pro-active - for example to undertake leadership roles in professional development activities in matters such as new theoretical or research developments about which they developed understandings during their initial teacher education course.

1.14.7 Graduates should have developed an appreciation of the tensions and constructive possibilities between the professional responsibilities and autonomies of teachers (individually and collectively) and the roles and responsibilities of school authorities. They should have developed attitudes and abilities to make judgements about and to act effectively in supporting or constructively changing education institutions and systems.

1.14.8 Graduates should have an awareness of relevant Commonwealth and State/Territory legislation, and the legal role and responsibilities of teachers, educational institutions and education authorities.

1.14.9 Graduates should have an awareness of the broad structures of school funding, administration and development in Australia, and the roles and responsibilities of Commonwealth and State/Territory governments, non-government authorities, statutory and other advisory or administrative bodies, and the major representative organisations of teachers and parents.

2. PROGRAM STANDARDS AND GUIDELINES

2.1 Procedures and criteria for program development, implementation and monitoring

2.1.1 The primary purpose of program development and monitoring procedures is to ensure high quality educational outcomes from the point of view of initial teacher education students, school authorities, the teaching profession, universities and other significant stakeholders. The procedures should also ensure the accountability of initial teacher education providers to stakeholders and the general public.

2.1.2 The development and monitoring of initial teacher education programs should therefore be conducted within a broadly consultative framework, involving stakeholders such as:

- teachers and other representatives of relevant education settings,
- school authorities and other appropriate education authorities,
- teacher organisations,
- professional bodies such as registration authorities where they exist,
- members of the internal and external academic community,
- teacher education students,
- graduates of the program (or similar programs),
- parent organisations and parents of school children,
- Indigenous representatives,
- representatives of particular communities from which the program draws students or who are from the localities in which graduates are likely to teach (especially where programs are intended to respond to the needs and perspectives of those communities), and
- members of the general community who are able to represent a range of perspectives and interests.

2.1.3 The development, implementation and monitoring of those aspects of the program dealing with Indigenous education should involve specific consultation with appropriate Indigenous organisations such as the institution's Indigenous education centre and the State/Territory Indigenous education consultative group.

2.1.4 Procedures for course development should ensure:

- the overall coherence of the program, developing a pathway for learning throughout the course (including the practicum), progressively building conceptually and experientially on what has gone before;

- that within particular curriculum studies there is adequate development of cross-curricular attributes (such as language and literacy or Indigenous perspectives);
- that programs are responsive to developments in schools and society, and to emerging and changing roles for teachers;
- that relevant research findings, current policies (of, for example, school authorities or teacher organisations), and reports are taken into account and critiqued as appropriate.

2.1.5 There should be clearly articulated, valid and effective provisions for regularly monitoring and evaluating the effectiveness of initial teacher education programs, and for facilitating appropriate changes.

2.1.6 There should be partnerships with the teaching profession, school authorities and individual schools, which recognise and respect the rights, responsibilities, expertise, perspectives and interests of the parties. Such partnerships should encompass all elements of the initial teacher education program, though may be more detailed for some elements such as field experience.

2.1.7 There should be all-encompassing relationships with schools and their communities so that an understanding of their complex realities can be integrated with all elements of the program. This is especially important for schools and communities which are different from the schools and communities with which student teachers are familiar and where many graduates are likely to begin their careers.

2.1.8 Field experiences should be planned, conducted and evaluated in close collaboration with appropriate school-based personnel, and developed within the framework of the collaborative arrangements and partnerships of the course as a whole. The roles and responsibilities of all those involved in field experience, including teacher education students, should be clearly specified. It may be highly desirable for there to be co-ordination between one or more initial teacher education providers, school authorities and individual schools (especially within a geographic area, or where schools or programs have particular characteristics) to ensure the most effective and least disruptive involvement by schools, and optimal outcomes for all concerned.

2.2 Program staff

2.2.1 The program must be taught by personnel with appropriate and current expertise in both course content and delivery.

2.2.2 Academic staff should be highly qualified teacher scholars, among whom there is an appropriate mix of research activity, collaborative involvement with school authorities and the teaching profession, and other types of expertise in a range of current and enduring matters, sufficient to ensure that the program meets the criteria set out elsewhere in this document.

2.2.3 Staff should have adequate and appropriate expertise in the use of information technologies and related new media, both to meet any direct teaching responsibilities in the area, and to use such technology effectively as part of their every day professional roles.

2.2.4 There should be appropriate mechanisms for the selection, professional development, support of, and collaboration with, school-based staff. Supervisors of practicum, mentors, co-ordinators and other school-based staff involved in the program should have appropriate expertise (including teaching/supervising/mentoring adult learners). Initial teacher education providers should ensure that school-based staff have a clear understanding of their roles, and that they accept their responsibilities within the initial teacher education program. Initial teacher education providers should recognise the contributions of school-based staff in appropriate ways, and should seek to also have those contributions recognised appropriately by school authorities at the school and system levels.

2.2.5 External personnel (such as people from professional associations, expert practicing teachers, or Indigenous community members) involved in teaching at the institution, supervision of student teachers, or course development, should be provided with adequate support and information about the program, their role, and relevant administrative arrangements; they should be qualified for the task, their role should be recognised, and they should be accountable to appropriate members of the institution's academic staff.

2.3 Physical and other facilities for the program

2.3.1 There should be adequate, safe and comfortable space for the work of students and staff.

2.3.2 There should be adequate information technology and related resources to meet the specific needs of the program, including:

- supporting the modes of delivery used;
- accessing information and materials;
- communicating between and among students, staff, schools, and others;
- enabling student learning about information technology and other new media;
- enabling student use of such resources as an integral part of their professional preparation and experiences.

2.3.2 There should be adequate, accessible and up-to-date teaching resources, including curriculum materials, so that students may be familiar with materials used in schools and can effectively carry out field experience activities.

2.4 Selection and entry of students

2.4.1 Criteria and procedures for selection of students to enter the program should reflect the program rationale and objectives, and should be in accord with principles of social justice and equity.

2.4.2 Students should be selected according to likely suitability for a successful teaching career as well as likely success in the higher education program.

2.4.3 Recruitment activities and selection criteria and procedures should facilitate entry by individuals from groups which are under-represented in universities and the teaching profession; individuals who are willing to teach in hard to staff geographic locations or who are proposing to study shortage specialisations; and/or those who have had a diverse range of life experiences. Academic and other support should be provided as required.

2.4.4 Criteria and procedures for selection and for entry placement should include recognition of prior learning and credit transfer - for example, recognition of teaching experience or qualifications from overseas, obtained at an much earlier time, or in different specialisations; experience or qualifications in a related occupation; or relevant academic study.

2.4.5 There should be mechanisms for recognising suitable content studies (or other relevant learning) in a first or concurrent degree of a nontraditional nature or nomenclature.

2.5 Curricula

2.5.1 The program curricula should explicitly aim to develop in students the attributes outlined in section 1, Graduate Standards and Guidelines, except where it is known that these have been developed in whole or in part in other courses (such as in a first degree or concurrent degree in a graduate or double degree program, or where credit transfer or RPL is utilised).

2.5.2 There should be provision for honours or other opportunities for advanced work to be carried out and recognised.

2.5.3 There should be provision, if required, for remedial, bridging or other courses. This might include access to appropriate courses when relevant content studies in a first or concurrent degree have been, or are, insufficient (such as a mathematics major which did not include statistics).

2.6 Duration

2.6.1 To meet the graduate standards set out in this document:

- initial teacher education programs will normally need to be of at least four higher education academic years duration (or equivalent);

- there will normally need to be at least two academic years of professional studies - professional studies covers the theoretical and practical aspects of education, including professional experience, but does not include content studies incorporating appropriate knowledge in the learning areas student teachers are preparing to teach (though there may be overlap between content and professional studies in some units), or general higher education; two academic years, or equivalent, may not involve two calendar years where there is full use of the calendar year, course compression, and/or where there is recognition of prior learning;
- there will normally need to be at least 100 days of field experience, with a minimum of 80 days of supervised in-school experience (this also enables students to have experience in the wide range of teacher responsibilities).

2.7 Structure and procedures

2.7.1 There should be coherence between the program's conceptual framework and intended student outcomes, courses, practical experiences, and assessment. There should be an integration of theory and practice, with field experience thoroughly integrated with other aspects of the program.

2.7.2 The nature, purpose and amount of field experience should be carefully planned in terms of its contribution to the goals of the program. Field experience may take a variety of forms and may be undertaken in a variety of settings.

2.7.3 Field experiences should be designed to allow for the professional and personal growth of teacher education students, ensuring that they adopt a critically reflective approach to the purposes, process and outcomes of the experience. Generally, a strong element of focussed inquiry should be part of field experience.

2.7.4 The major focus of students' field experience should normally be undertaken with classes of the developmental levels and curriculum areas, and, where appropriate, school type, for which they are being prepared. However, this should be balanced with diverse experiences: for example, with both male and female learners, and learners of varied ages, abilities, disabilities, social circumstances and cultures. In addition, students should normally experience a range of school types, including schools which have well-developed policies and practices in meeting the needs of particular communities or categories of students, or small isolated schools with multigrade or combined class structures, or other types of schools where beginning teachers are likely to be deployed, and/or which differ from the type of school with which the student teachers are familiar.

2.7.5 The timing of field experiences should allow a full range of teaching experiences (including planning, teaching, assessment and reporting) over the course of a program. In addition, students should be involved in the full range

of responsibilities expected of a beginning teacher. They should experience working in teams - both within and outside classrooms.

2.7.6 Students normally should be given the opportunity for involvement in schools early in their teacher education program to help them assess their suitability for a teaching career.

2.7.7 The final year of the teacher education program may include an expanded school experience during which students plan, implement and evaluate an agreed teaching unit and/or carry out other extensive activities, under the supervision or mentorship of an appropriately qualified teacher. Students undertaking such extended experiences should have previously undertaken adequate structured experiences. Such expanded school experience normally requires thorough and sensitive negotiation and agreement with the relevant schools and school communities, school authorities, teacher organisations, and student teachers.

2.7.8 There may be provision for joint units or activities with students undertaking initial education for related professions (such as youth work) so that there can be a cross-fertilisation of knowledge and perspectives, and an appreciation of different areas of expertise can be developed and utilised in later professional work.

2.8 Teaching and learning approaches

2.8.1 Teaching and learning approaches should:

- be consistent with the principles of best practice of teaching adults in a higher education context, and (also) include modelling the practices in which students will be expected to become proficient;
- be consistent with the collaborative and collegial work practices which are common in effective schools;
- encourage teacher education students to take an active role in their own learning and professional development, not only during the initial teacher education program, but also as they begin teaching, and subsequently throughout their professional careers;
- recognise, value and utilise the diverse cultures, experiences and resources of students as well as staff.

2.8.2 Normally there should be provision for flexible delivery, bringing together the dimensions of:

- student learning (time, place and pace of learning; entry and exit points; assessment methods);
- forms of delivery (collaborative ventures, variety of media and technologies employed);
- content;

- recognition of prior learning, credit transfer, and articulation.

2.8.3 Whatever the mode of delivery, student teachers should have adequate opportunities to personally interact with fellow students and staff members, and to benefit fully from participation in higher education.

2.9 Assessment

2.9.1 Responsible assessment procedures are essential for accountability of the initial teacher education program to the student teachers, to school authorities and the teaching profession, and to society at large.

2.9.2 The summative assessments on which graduation is based should indicate clearly the institution's assessment of the graduate's readiness for initial employment and potential for a successful teaching career. Students should not graduate unless the graduate requirements detailed in Section 1 of this document are met at an appropriate standard. Institutions may include other requirements.

2.9.3 Assessment should be of a standard appropriate to higher education and to the year levels of the program. Assessment criteria should cover the range of attributes associated with professional preparation for teaching, and assessment procedures should be appropriate for the nature of the attributes being assessed and the purpose of the assessment - whether formative and/or summative.

2.9.4 Student teachers should engage in collegial peer assessment and in self assessment.

2.9.5 There should be mechanisms which ensure that no student teachers involved in field experience have behaviours, attitudes or lack of competence which would place school students at risk.

2.9.6 Assessment of students' performance in teaching experiences should be undertaken cooperatively by staff of the initial teacher education provider and school-based supervisors. There should be an explicit process for resolving any disputes which may arise within a framework which recognises that assessment is ultimately the responsibility of the initial teacher education provider.

3. ORGANISATIONAL STANDARDS AND GUIDELINES

3.1 The institution

3.1.1 The institution as a whole (and the faculty or other organisational unit which manages the initial teacher education program) should uphold the generally-accepted academic standards of Australian higher education.

3.1.2 The institution should have the features set out below. These features must encompass the faculty (or other organisational unit which manages the initial teacher education program), guide its operations, or be accessible to it. Where this is not the case, the faculty must itself have the relevant features.

- Governance and management:
  - a representative governing body with responsibilities for policy and resources;
  - a mission statement consistent with the values inherent in this document;
  - management and administrative structures and procedures which are transparent and fair, and which support the other features set out in this document;
  - links with community organisations, professional organisations, industry, and other stakeholders in research, teaching and other activities;
  - mechanisms which ensure timely and appropriate responses to economic, social, political, cultural and technological change;
  - open and democratic approaches to critique and improvement;
  - active encouragement of, and support for, excellence in all aspects of the institution's work (including student work);
  - sufficient financial resources, appropriately utilised, to ensure consistency with the standards and guidelines of this document.
- Staff:
  - academic staff whose qualifications and expertise are consistent with the needs of quality higher education, and who are actively engaged in research and in professional communities;
  - provision of professional development support for academic and other staff as appropriate, including professional development in the use of current information technology and other new media, and in Indigenous education.
-

- Programs:
  - programs which develop abilities to think creatively, reflectively and critically, to form independent judgment, to engage values, to understand fundamental theory and to participate in lifelong learning;
  - programs which are attuned to professional or occupational requirements, and technological and other developments;
  - programs founded on a sound research base with a clear and strong link between teaching programs and available research evidence, and which integrate research activities of students and staff with teaching.
- Students:
  - practices which recognise and value the diversity of students and their communities, and where appropriate draw from them as a resource;
  - appropriate support services for students - for example, culturally sensitive services for Indigenous students.
- Facilities:
  - physical facilities, library/learning resources and other resources of a standard appropriate to the needs of quality higher education level professional education programs;
  - facilities and resources which are accessible to students and staff with disabilities.

3.2 The faculty

3.2.1 The faculty (or other organisational unit which manages the initial teacher education program) should have the following features:

- Mutually enriching programs and activities in:
  - initial teacher education (and, perhaps, other initial professional or para-professional education programs, and/or general undergraduate courses in Education);
  - continuing professional education (award and non-award, for teachers and, perhaps, other professionals, para-professionals and others such as parents or community members of school councils);
  - research higher degrees in Education (and, perhaps, professional higher degrees);
  - research and scholarship by academic staff;
  - community service and consultancies for the teaching professions, the education industry and the wider community.
- Collaborative arrangements (in addition to, or integrated with, those set out in Program Standards and Guidelines):

- with other faculties (or equivalent organisational units) within the institution for research and/or teaching linking, for example, content studies with pedagogical and curriculum studies;
- with other teacher education providers (and in consultation with school authorities and the profession) to ensure provision of an appropriate mix of specialisations, experiences (such as field experiences in isolated rural schools), and modes of delivery to meet the needs of intending students and the labour force needs of schooling and other sectors of the education industry;
- with schools, school authorities, and teacher organisations - to formally and informally link collaborative research, teacher professional development, postgraduate studies, and field experience and other aspects of initial teacher education.

3.3 Field experience schools

3.3.1 Teacher education providers do not have control over the schools (or other external settings) in which their students have field experiences or which are otherwise involved in the initial teacher education program. However, quality field experiences are an essential part of initial teacher education, and the locations of those experiences are part of the 'organisational' structure of initial teacher education.

3.3.2 Through the development of effective partnerships with school authorities, the teaching profession and individual schools, the initial teacher education provider should ensure that the schools (and other external settings) involved in initial teacher education have the resources (human, physical and material) and commitment to provide students with quality field experiences.

PART TWO

Development and Implementation

Development of the National Standards and Guidelines for Initial Teacher Education

Background

The first of the terms of reference for this project is:

> Development of standards and guidelines for initial teacher education (based on work already undertaken, and informed by the *National Competency Framework for Beginning Teaching* and other comparable frameworks).

The 'work already undertaken' primarily refers to a collaborative project carried out through 1995 by the Australian Council of Deans of Education (ACDE), the Australian Teaching Council (ATC), the Australian Teacher Education Association (ATEA), the Queensland Board of Teacher Registration (QBTR) and the Teachers Registration Board of South Australia (TRBSA). That project developed a set of draft standards and guidelines for initial teacher education, drawing from the QBTR *Guidelines on the acceptability of teacher education courses for teacher registration purposes* (October 1994), and comparable documents from the Scottish Office Education Department (*Guidelines for Teacher Training Courses*), the Department for Education, England and Wales (circular on criteria and procedures in England and Wales for the accreditation of courses of initial teacher training, 22 June 1992), and the US National Council for Accreditation of Teacher Education (*NCATE Standards*, 19 May 1994).

It was the draft standards and guidelines for initial teacher education developed by that 1995 project which formed the basis of the initial briefing material of this project which was circulated early in 1997 to stakeholders in initial teacher education and all those who expressed an interest in response to public advertisements. This project has also been informed by the on-going work of the QBTR in further developing its *Guidelines* (first published in 1991, and kept under continuous review).

The *National Competency Framework for Beginning Teaching* was developed through research and consultation by the collaborative National Project on the Quality of Teaching and Learning, which was established in 1991. The final draft of the *National Competency Framework for Beginning Teaching* was published in 1996. It is in use in many universities. While the structure of the 'Graduate Standards and Guidelines' of this project's *National Standards and Guidelines for Initial Teacher Education* differs from the structure of the *National Competency Framework for Beginning Teaching*, the substantive content of the *Competency Framework* is incorporated in the 'Graduate Standards and Guidelines'. 'Other comparable frameworks' of which this project took account included those developed in particular states or territories, such as the NSW 'Desirable Attributes

of Beginning Teachers' (Ministerial Advisory Council on Teacher Education and Quality of Teaching, 1994), and the Victorian 'Professional Standards for Teachers' (Standards Council of the Teaching Profession, July 1996).

Most initial submissions to the project and the consultations during April and May 1997 (see Appendices 1 and 3) included detailed comment on and suggestions for amendment of the draft standards and guidelines. These were incorporated in the development of the 'exposure draft' of the *National Standards and Guidelines for Initial Teacher Education* which was circulated to major stakeholders for endorsement and/or comment in November 1997. Responses were received from all the major stakeholder groups and the majority of individual stakeholder organisations. The very large majority explicitly endorsed the exposure draft, and many made suggestions for improvement of the document. (Those who responded to the exposure draft are listed in Appendix 3).

The document of the *National Standards and Guidelines for Initial Teacher Education* incorporated in this report is therefore the outcome of an exhaustive consideration of the issues by stakeholders in initial teacher education.

Principles of structure

The *National Standards and Guidelines for Initial Teacher Education* document ise in three sections: 'Graduate Standards and Guidelines', Program Standards and Guidelines' and 'Organisational Standards and Guidelines'. This structure is based on the principle that the primary concern is with the general quality of graduates - what they know and are able to do - rather than the detail of how the graduate outcomes are achieved.

Thus the first section, 'Graduate Standards and Guidelines', is the most detailed. While it is broadly comprehensive in its coverage of what every graduate of an initial teacher education program in Australia should know and be able to do, it allows for additional content, or varying interpretations, to meet the needs, aspirations and circumstances of particular types of schools, students, communities and/or teachers. The interpretation of many of the items in this section will be matters of professional judgement and negotiation - they cannot by simply quantified or ticked off. Even though they are generally qualitative, they are still largely 'standards' in the sense of indicating necessary attributes of graduates. Within the items, there are often explanatory or supportive 'guidelines'. In practice there may not be a clear distinction between 'standards' and 'guidelines'.

The key linking item between Graduate Standards and Guidelines and Program Standards and Guidelines is 2.9.2:

> The summative assessments on which graduation is based should indicate clearly the institution's assessment of the graduate's readiness for initial employment and potential for a successful teaching career. Students should not graduate unless the graduate requirements detailed in Section 1 of this document [the Graduate Standards and

Guidelines] are met at an appropriate standard. Institutions may include other requirements.

As well as covering the means to effectively achieving the desired graduate outcomes, the Program and Organisational Standards and Guidelines incorporate needs for accountability and collaboration, and the achievement of an appropriate mix within the teaching profession, as ends in themselves. For these purposes these sections incorporate some clear (if not easily measured) standards. Many items combine the purposes of achieving two or more of accountability, collaboration, professional mix and graduate outcomes. There may be different ways in which these outcomes can be achieved, and it will often be open to the providers of initial teacher education to demonstrate that they achieve the outcomes even if what they do is not strictly consistent with what is set out in the Program or Organisational Standards and Guidelines. This is clearly the case where an item uses phrases such as, 'will normally need to be . . .'. These are clearly 'guidelines', but, again, it is not always easy in practice to differentiate between 'standards' and 'guidelines', and it is not really necessary to do so because items of either sort will require negotiation and professional judgement.

Substantive issues in the *National Standards and Guidelines for Initial Teacher Education*

Introduction

Many issues have been matters of debate and contention during the development of these *National Standards and Guidelines for Initial Teacher Education* and earlier and similar documents. It is not possible to achieve a document with which every stakeholder is in full agreement. Priorities and understandings of the nature of teaching and initial teacher education differ.

There is always a tension - great or minor - between the means of achieving ideal outcomes and the practical limits of the time, financial and other resources of initial teacher education providers, participating schools and teachers, and initial teacher education students.

In the present case there has been a tension between setting 'high standards' which some institutions, at least in the short term, will have trouble meeting, or making adjustments and compromises so that all current programs can easily meet the requirements. We have sought to primarily focus on adequate graduate standards - for effective beginning teaching in Australian schools now and in the coming years. We have also taken account of practical matters, though these matters will be primarily accommodated through procedures for implementation of the *National Standards and Guidelines for Initial Teacher Education* and actual processes of accreditation or approval. We suggest that programs have until around 2003 to meet the requirements.

Some particular issues which have been matters of debate and difference throughout the work of the project, and in particular in the responses to the Exposure Draft, will now be discussed.

Duration

Section 2.6, in the Program Standards and Guidelines, the matters of duration of complete initial teacher education programs, the professional studies component, and field experience are covered.

The quanta indicated for each are not absolute requirements, but are the time period equivalents which the Advisory Committee considers would normally be necessary to achieve the graduate attributes set out under Graduate Standards and Guidelines. While there was overwhelming support for this section, there remain concerns among some who responded to the Exposure Draft (often expressing concerns raised earlier in submissions or during consultations) regarding the duration of professional studies and (supervised) field experience.

The first concern was that two years of professional study is inconsistent with the current one year Diplomas of Education following an undergraduate degree which incorporated relevant content studies but no (or little) 'professional studies'. There was broad agreement that these one year programs were generally insufficient to develop in graduates all the specified graduate attributes. However, it was argued that there was demand from students for these courses, and that they were especially important in situations of expected or current teacher shortage. On balance, and drawing on the evidence and argument put before it, the Advisory Committee has maintained its position on the inadequacy of these programs. We suggest that a period up to around 2003 be provided for such courses to be phased out or reconstructed so that they meet the requirements. We note that in a number of States this requirement is already being implemented or is being met by the nature of programs now offered.

The second concern is that if two years of professional studies are incorporated within a four year secondary program (such as a single BEd or a concurrent double degree program), then the remaining two years are insufficient for the development of content studies required - especially for senior secondary teaching. We recognise the difficulty. However, we maintain the general need for two years of professional studies (or equivalent). The Graduate Standards and Guidelines also set out requirements in the area of content knowledge and competence. Within a four year program there may be a range of ways in which graduate attributes in the area of content studies can be achieved. For example, there are opportunities for the development of further content knowledge and understanding within curriculum, method or other 'professional studies' elements of the program. 'Professional' attributes could also be developed in what are primarily 'content' elements of the course - for example, developing 'pedagogical content knowledge' can occur in, and enrich, either or both of what are primarily 'content' or 'professional' studies.

The third area of concern was with the cost of achieving the field experience guidelines in the current context of levels of funding within most universities, industrial agreements for payment of supervising teachers, and other constraints or requirements. We recognise the serious financial difficulties many universities face in providing quality programs. However, we believe that in general the field experience duration guidelines indicate the minimum necessary to achieve the graduate outcomes. On the whole there should be no compromise in quality, and the *National Standards and Guidelines for Initial Teacher Education* may be used as a basis for arguing for adequate levels of funding and for appropriate arrangements to be implemented.

A related problem is the guideline on cooperative assessment of students' performances in field experiences (2.9.6), with some universities indicating that they would have financial difficulties ensuring the appropriate level of academic staff involvement. Again, our concern is with the quality of the program. We suggest that initial teacher education providers be given some years to ensure that all programs are consistent with the *National Standards and Guidelines for Initial Teacher Education*, and, in the meantime, the document can be used to support improved resources and arrangements.

Expectations of graduates

Some respondents commented that we appeared to be expecting too much of graduates. There are three issues involved here.

First, the actual standard of knowledge or competence in most of the items in the Graduate Standards and Guidelines is not specified. Many of the items could, on the face of it, apply to expert practitioners. However, the document is not a comprehensive technical manual. Its interpretation is open to professional judgement, and, in some cases, negotiation. Those using the document are asked to interpret the Graduate Standards and Guidelines at a level appropriate to beginning teaching.

Second, we took account of current practices of deployment of beginning teachers, and the variable availability and quality of induction in Australia. Very often beginning teachers are placed in difficult, hard-to-staff schools with little if any induction or support. Often they are employed initially on a casual relief basis - again with little support. Ideally some of the matters covered in the Graduate Standards and Guidelines would be incorporated in a substantial program of induction while the beginning teacher was deployed in a stable, supportive school. Until and unless such induction can be guaranteed for graduates before they begin fully responsible professional practice, those matters will need to be covered in an initial teacher education program prior to graduation. There remains much that can only be learnt during the period of beginning teaching, and we believe that quality induction programs should be available to all beginning teachers.

Third, some respondents indicated that, given the academic preparation, experiences and maturity of their commencing students, and/or the nature and

resources of their course, that we were expecting too much of graduates - for example in the area of research (1.1.7). Taking account of the provisos noted above, we believe that what we have set down is reasonable if graduates are to be expected to be serious professional practitioners, and if the program is to be recognised as a serious higher education course of initial professional education.

Expectations of programs and organisational arrangements

There was some concern expressed by respondents that we did not sufficiently address the issue of substantial partnerships between, for example, universities and schools. We amended the Exposure Draft to take some account of these comments. However, we remain constrained by the reality that higher education institutions do not control schools, and that it takes more than one party to form a 'partnership'. We hope that school authorities, the teaching profession and individual schools can work with higher education institutions in substantially developing partnerships and other collaborative arrangements, but we felt that at this stage we could not go much further than we did. There is room for interpretation in the final document, allowing for and supporting the progressive developments some respondents noted.

There were a range of other comments relating to whether too much, or not enough, was expected of the providers of initial teacher education. We have sought to ensure the necessary outcomes, on the one hand, while recognising practical realities on the other.

Coverage of initial school teacher education only

It is noted and discussed in the Preamble of the *National Standards and Guidelines for Initial Teacher Education* that the document is intended to apply only to programs which prepare *school* teachers. Some respondents were keen to see the document also cover preparation for non-school early childhood teaching (and other fields of teaching). The nature of this project was such that it involved the stakeholders of initial school teaching only. To extend it to other fields of teaching would have entailed the involvement of a wide range of other stakeholders - on the Advisory Committee as well as preparers of submissions and participants in consultations. It would not be reasonable to expect the application of the *National Standards and Guidelines for Initial Teacher Education* to those other teaching fields if the relevant stakeholders had not been involved in the development of the document.

However, there is nothing to prevent the use of the document to support course development and review, or collaboration, in relation to other fields of initial teacher education - as long as its limitations for such purposes are recognised.

Implementation of the *National Standards and Guidelines for Initial Teacher Education*

The Advisory Committee believes that the *National Standards and Guidelines for Initial Teacher Education* should be put to effective use. There are many ways in which this may be done. For example, the document can be used internally for course development and review; it can be used informally as a basis for collaboration, and it can be used as criteria for the external accreditation or approval of initial teacher education programs in a way which is complementary to existing procedures. Three possible options for this latter purpose are set out later in this section.

The Advisory Committee believes that the application of the *National Standards and Guidelines for Initial Teacher Education* to the external accreditation or approval of initial teacher education courses would be a significant and valuable development for Australian education. Determination of how that can be done must be according to appropriate principles such as those set out below. The Advisory Committee recommends that decisions about implementation be made in consultation with the major stakeholders after all parties have had an opportunity to consider this report in full, and suggests that such consultations be co-ordinated through the Chair of this project.

Principles for implementation

There are six principles which emerged from the submissions and consultations, as well as from the initial terms of reference of this project, which the Committee believes should shape the development of proposals for implementation.

These principles are:

1. There is a need in Australia for a procedure which provides public assurance of initial teacher education programs, and thereby of the graduates of those programs.
2. Any procedures must provide for national accreditation, and be sensitive and responsive to local needs and circumstances, and be locally accessible.
3. Any procedure must involve major stakeholders in a collaborative structure.
4. Any procedure must be transparent, cost-effective, efficient and timely, and be integrated as appropriate with existing processes of accreditation and review.
5. There must be an on-going cycle of review of the *National Standards and Guidelines for Initial Teacher Education*, the procedures of accreditation, and initial teacher education programs.
6. Any procedure must promote and support quality, diversity, innovation, and the networking of best practice in initial teacher education.

These principles (and the substantive content of the *National Standards and Guidelines for Initial Teacher Education*) are consistent with those set out in the Higher Education Council report, *Professional Education and Credentialism* (1996) in its discussion of the external accreditation of initial professional education. The Higher Education Council commented that:

> Having reviewed the range of external accreditation processes in place and examined their strengths and weaknesses, the Council has identified a model of good accreditation which should be borne in mind by the universities and professional bodies in refining their processes in the future. The Council believes that a 'good practice' course review and accreditation process is one which:
>
> - includes all stakeholders;
> - is open, consultative and consensus building about future course developments;
> - is transparent to all parties;
> - as far as possible meshes the external registration requirements and public safety aspects with internal academic priorities;
> - monitors implementation of recommended changes after the accreditation of the course is approved;
> - involves an on-going cycle of review; and
> - is focussed on the achievement of objectives, maintenance of academic standards, public safety requirements, and good outputs and outcomes rather than detailed specification of curriculum content. (pp. 68 - 69)

Some of these criteria, such as the last, are more relevant to the *National Standards and Guidelines for Initial Teacher Education* than the procedures for implementation.

The six principles will be discussed in turn. Some are complex, and the views and interests of some interested parties differ. We have sought to work through these differences and complexities, developing a framework for implementation.

'Accreditation' or 'approval'

Before discussing the principles, definitional and substantive issues related to whether an appropriate procedure is one of 'approval' or 'accreditation' of initial teacher education courses are considered.

Some university-based submitters expressed concern that a process of implementation may unreasonably infringe on accepted levels of university autonomy, for example through assessment or review teams without adequate expertise, or the use of inappropriate procedures or criteria. We are sensitive to these concerns. The Higher Education Council report, *Professional Education and Credentialism* (1996), noted different interpretations of the term 'accreditation', with universities tending to have a stricter definition of 'accreditation' than professional organisations:

> In universities the term 'approval' usually means agreement on the broad objectives and content of the course and its appropriateness to the educational profile and academic

> plans of the institution. Universities are autonomous self-accrediting bodies and the term 'accreditation' has a specific meaning to them. In universities 'accreditation' means a detailed examination by academics in the discipline and their peers of course objectives, curriculum, assessment processes, resource requirements, teaching delivery approaches, and graduate attributes. The review process establishes that the proposed course will meet the standards set by the university for its academic program. Approval and accreditation processes are therefore clearly differentiated in the higher education sector. However, the study of the professional bodies found that these two terms were used interchangeably to describe the process of recognition that the course meets the required standards. (p. 11)

For many professions there is explicit 'accreditation' of initial professional education courses by bodies external to the universities. We believe that accreditation (rather than approval) must involve a majority of personnel from universities (working with others with relevant expertise) in the actual substantive task of making professional judgements about whether or not a program meets the standards and guidelines. Such membership structures are common where there is external accreditation of initial professional education courses. For example, university personnel are a small minority of the Australian Medical Council (most members are representatives of State and Territory medical registration boards). However, the large majority of the members of the AMC Accreditation Standing Committee are university medical educators - these are the assessors who visit and assess medical schools. A process of accreditation involves high levels of professional judgements - it is not a mechanical, or simply technical, task.

In this report we generally use the term 'accreditation', because what we consider appropriate is more than a mere technical approval process. However, the differences between accreditation and approval are largely a matter of degree, and in many places in the report the terms could be used interchangeably. We ask those reading this report to consider the substantive arguments, and not to be distracted by definitional matters.

Principle 1: There is a need in Australia for a procedure which provides public assurance of initial teacher education programs, and thereby of the graduates of those programs

The second of this project's terms of reference required a 'consideration of the roles of such guidelines in underpinning high standards of teacher education and entry into teaching across Australia'. The Advisory Committee received strong, in principle, support from all the major stakeholder groups for the development and implementation of standards and guidelines which would provide an assurance of the quality of graduates of initial teacher education programs.

The quality and consistency of professionalism expected of teachers is increasing as part of a wider expectation by the community of quality education for *all* school students. The Schools Council of the National Board of Employment, Education and Training considered these issues in detail through the late 1980s

and early 1990s. The Council summarised its findings in *Australia's Teachers: An Agenda for the Next Decade* (1990), noting that:

> Many of the changes we have outlined signal an increasingly professional, sophisticated and effective teaching force . . . The change of the past two decades could be broadly summarised as the increasing tendency for the teaching workforce to become teachers of all rather than instructors of the able . . . (p. 29)

They further developed this argument:

> One of the continuing themes . . . was the changing view about who could and should be educated. Some time ago, when it was assumed that those responsible for schooling should be able to rely on students possessing certain standard skills and competencies and sharing a common stock of ideas and knowledge, it was also assumed that teachers could take a good deal for granted. Students who deviated from the norm were evidently unsuitable for schooling. Hence teachers were, to a significant extent, teaching to the already taught and, certainly, to the easily teachable. Students who failed or were unable to keep up were encouraged to come to terms with their situation and leave school. (p. 50)

This change in the nature of teachers' work requires not only higher levels of professional competence, but also, in many ways, higher levels of professional autonomy. Teachers must continually make professional judgements (situational judgements) - for example, in response to particular and changing student needs in particular and changing circumstances. School authorities cannot expect 'teacher proof' materials and instructional techniques to be effective in such circumstances where the non-routine is the norm.

The need for higher levels of professional competence and autonomy entails that there must be a broad assurance of the professional competence of teachers. There are a number of aspects to such an assurance. In this report we are only concerned with one: the general assurance of the quality of the graduates of initial teacher education programs. Assurance about the competence and effective professional work of particular individuals in particular circumstances is beyond the scope of this report. There is a statutory requirement for teacher registration in two Australian states, Queensland and South Australia. Those making submissions and involved in consultations with the Advisory Committee had varied views about the desirability of the registration of teachers. The Advisory Committee notes that some form of assurance of the knowledge and competence of graduates of initial teacher education programs is a general prerequisite for any system of registration, but a mechanism for assurance of the attributes of graduates (through accreditation or approval of courses) does not have direct implications regarding the appropriateness of registration.

National accreditation would provide a general assurance of the quality of the graduates of initial teacher education programs - indicated by assurance of a program meeting the Graduate Standards and Guidelines. This general assurance would be complemented by those Program and Organisational Standards and Guidelines which cover matters such as the collaborative involvement of external stakeholders in course development, implementation and review. Through such

involvement the particular needs or requirements of individual school authorities or other stakeholders could be addressed.

Not all school authorities or relevant professional organisations can be represented on the course committees and other collaborative mechanisms at particular universities, especially if there is increasing deregulation or devolution of school employment (in the government sectors) where there is not teacher registration or similar procedures. In such circumstances recruitment is distant from the central offices which could maintain contact with individual university programs. Thus, opportunities for direct involvement at the university level need to be complemented by a more general and public means of determining and indicating the qualities of graduates. External accreditation provides such a means.

There is an acceptance of the general quality of education in Australian universities, and in the integrity of the accreditation processes of most universities. However, the needs for quality assurance of initial teacher education go further.

There is an inherent difference between accreditation of initial professional education courses for purposes related to professional practice, and accreditation for the internal purposes of the university and the higher education system. A university's criteria for accreditation may not cover the particular needs for practice, and processes may not involve input from the profession, employers of professionals, or other key external stakeholders. The intended primary audience for university accreditation is internal to the higher education sector; while the primary audience for external accreditation of initial professional education includes the profession concerned, and employers and clients of members of that profession. However, as we note in our fourth principle, 'any procedure [of external accreditation] must be . . . integrated as appropriate with existing processes of accreditation or review' - we consider it generally appropriate for there to be substantial overlap in the actual procedures of internal university accreditation and external accreditation.

We are also aware that not all universities have comprehensive or timely accreditation processes for their courses.

It is possible that the range of providers of initial teacher education may widen significantly in the future. In such circumstances there is a need for a mechanism by which those providers can ascertain the necessary standards and broad characteristics for their courses and graduates. Most importantly, there is a need for a mechanism by which prospective students, school authorities, the teaching profession, and other stakeholders can ascertain and be assured of the quality of the programs and the graduates of those programs.

Principle 2: Any procedures must provide for national accreditation, and be sensitive and responsive to local needs and circumstances, and be locally accessible

A basic premise of this project has been that it involves the development of *national* standards and guidelines for initial teacher education. However, any national procedures must not be alienated from the day-to-day practice of initial teacher education and the responsibilities of school authorities and the profession.

Our focus is on the institutional providers of initial teacher education and their programs, not on the recruitment and criteria for practice of school teachers. Universities (and other providers of initial teacher education) are generally considered part of a national system (though most exist under State or Territory legislation), while the employment of teachers is usually (but not always) structured on a State or Territory level, and where teacher registration exists, or is being considered, it is on a State or Territory basis.

There is a parallel here with medicine: the registration of medical practitioners is carried out by State and Territory registration boards, but the accreditation of initial medical education courses in universities is carried out by a national body, the Australian Medical Council (AMC) which was established by the Australian Health Ministers in 1985. Representatives of the registration boards make up about half the membership of the AMC.

There is not complete congruence between the States/Territories, on the one hand, and school authorities and universities on the other. Some of the ways in which this lack of congruence is manifest are noted in the following points:

- A number of initial teacher education providers are national specialists in particular modes of delivery or in the curriculum and specialisations of their courses, and thus explicitly cater for interstate students. For example, the University of New England Faculty of Education, Health and Professional Studies noted in their submission that about one third of the more than 700 students enrolled in the external mode Diploma of Education are from interstate and intend to teach there (p. 1). That faculty 'has already made a commitment to the use of national guidelines in teacher education and has already effectively used the *National Competency Framework for Beginning Teaching* in developing the new four year BEd internal degree for infants and primary initial teacher education' (p. 1). Flinders University School of Education has entered into an agreement with the national Board for Lutheran Schools regarding the preparation of teachers for Luthern schools throughout Australia. Batchelor College provides initial teacher education for many Indigenous students from Western Australia and Queensland, as well as the Northern Territory, and has study centres at various locations in those two States and the Territory.
- The Australian Catholic University Faculty of Education is responsible for initial teacher education programs in three States and one Territory. Some other universities have, or are considering, arrangements for the provision of courses in locations outside their home State or Territory.

- There are several school authorities in each State and Territory, and they do not always agree on the particular characteristics they want recruits to have.
- Some non-government school authorities cross State/Territory boundaries.
- After graduation and throughout their careers many teachers are mobile between States and Territories.
- Many school students transfer between States and Territories, and more consistent teaching approaches, perspectives and skills will support such students. In its submission, the Isolated Children's Parents Association stated that a national approach 'not only enables students transferring interstate to slot into another educational setting with common outcomes, but also permits the transferring of teachers between states and systems. Each state has its own educational priorities and standards and the adoption of common minimum outcomes and priorities on a national basis does not mean that one particular state must lower its own state standard' (p.3).

Many other submissions also explicitly supported a national approach. For example the Australian Joint Council of Professional Teaching Associations' first two points in its submission were:

- The Standards and Guidelines need to be established on a national basis, with a national co-ordinating body, representative of all stakeholders;
- The Standards and Guidelines will need to be consistent nationally, firm but also flexible in terms of Commonwealth/State rights and responsibilities' (p. 1).

A national structure provides an opportunity for school authorities and other stakeholders to have an input in initial teacher education programs which are located in other States and Territories but which prepare teachers for their jurisdictions. A national structure provides the opportunity for all stakeholders to be involved in the development of initial teacher education in Australia as a whole.

The Advisory Committee strongly believes that, within a national structure, there must be local responsiveness and participation. The personnel actually involved in making the professional accreditation judgements should mostly be local, though the cross-fertilisation and different perspectives available from the involvement of people from other States and Territories should be utilised.

Principle 3: Any procedure must involve major stakeholders in a collaborative structure

The large majority of those making written or verbal submissions commented on the importance and value of partnerships and collaboration in initial teacher education. These views are reflected in the substance of the *National Standards and Guidelines for Initial Teacher Education*. Here we are concerned with the participation of stakeholders in the implementation of the guidelines - in any accreditation or approval mechanism. It is notable that the first of the Higher Education Council's criteria for good practice in a course review and

accreditation process is that it 'includes all stakeholders' (Higher Education Council 1996, p. 68).

Any collaborative arrangements must involve a recognition and respect for the rights, responsibilities, expertise and interests of all parties.

The major stakeholders in the professional preparation of employed professionals such as school teachers are: the providers of initial professional education, the profession itself , the agencies which employ the professionals, and professional registration boards where they exist. At least these four categories of stakeholders need to be involved for a process of course accreditation or approval to be legitimately considered involving stakeholders.

There are also other stakeholders - such as representatives of consumers or particular communities affected by the work of the profession. Which of these other stakeholders are involved would depend on the nature of the structure and procedures decided on, judgements about the importance of various issues, perspectives and roles, and the involvement of the various categories of stakeholders in related structures (such as course or faculty advisory committees).

A key reason for the involvement of stakeholders in the accreditation process is for the legitimacy of that process itself. If it is to be an *external* review and accreditation process, then those external stakeholders need to be involved.

There are three major areas of collaborative involvement:

- the development of the broad criteria for accreditation - in this case the development, interpretation, and subsequent review of the *National Standards and Guidelines for Initial Teacher Education*;
- the review of programs - making professional judgements about programs and their infrastructure in relation to the *National Standards and Guidelines for Initial Teacher Education*;
- the networking of best practice and innovation, and other formal and informal processes of contribution, discussion and dissemination in relation to initial teacher education.

Professional practitioners, school authorities, and other external stakeholders provide a link with practice - with the central purpose of the courses of professional preparation. At a simple level the external stakeholders can provide input regarding unmet and emerging needs - areas of knowledge or competence which they believe graduates are lacking and which are appropriately developed during an initial teacher education course. Structured mechanisms at the program and national levels allow such input to be made and negotiated in an ordered and open way. It may be that the matters are already being addressed in courses, but need to be made explicit. The perspectives of external stakeholders on many aspects of initial teacher education can provide a cross-fertilisation and richness not otherwise possible. Input and development is not all one way. The understandings and work of school authorities, teacher organisations, and individual schools and teachers can gain enormously, too - through linking with

research and scholarship as well as the curriculum and teaching of initial teacher education. The involvement of other external stakeholders helps to build and strengthen links with the wider community, enriching teaching, scholarship and research, on the one hand, and facilitating their application outside universities, on the other. A national mechanism for accreditation can provide a framework for a wide range of other connections.

In selecting which organisations to approach or methods of selection to use to form the membership of a body responsible for the external accreditation of initial teacher education programs, several criteria need to be considered. The first is legitimacy. The person must be seen as a legitimate representative for the relevant stakeholder group. If not, then that stakeholder group cannot be said to be adequately included in the process. The process of selection should not be difficult for the major stakeholder categories where there are relevant representative organisations and peak bodies. Second, the person selected needs to have appropriate expertise. This expertise would be judged in the context of the other members of the body. The membership of the Advisory Committee for this project provides an illustration of this sort of balance - the organisations represented have a range of perspectives and particular interests within the major stakeholder categories.

Our strong support for collaborative arrangements and partnerships in initial teacher education (as reflected in the *National Standards and Guidelines for Initial Teacher Education*) and in accreditation procedures is in no way inconsistent with our strong support for the location of initial teacher education in higher education institutions, and a clear assertion that the professional preparation of school teachers requires a substantial higher education level (or university level) education. These matters were taken up in a number of submissions. For example, the Catholic Education Office in Melbourne noted in its submission:

> It is important to maintain the landmark decision in teacher education for the training of teachers to be firmly located within the universities. Life for a teacher in the contemporary classroom is very complex. Teachers need to be prepared in an environment which provides access to a rich heritage of scholarship and learning.
>
> Education for all the major professions is now university based as society has moved beyond the apprenticeship model. The education of the nation's teachers is too significant for the long term health and prosperity of Australia to be isolated from the mainstream of educational thought and learning. (p. 3)

Principle 4: Any procedure must be transparent, cost-effective, efficient and timely, and be integrated as appropriate with existing processes of accreditation and review

Transparency is important for the legitimacy of a process operating in a field with many and complex stakeholders, not all of whom can be directly involved in the processes of accreditation. Transparency requires a well-managed system of

documentation, communication, and support for personnel directly involved in accreditation.

Some submissions explicitly commented on the matter of efficient and not disruptive or cumbersome application of guidelines. For example, the University of Newcastle Faculty of Education commented that any 'accountability mechanisms ought to be streamlined as much as possible' (p. 3).

We are very aware of the financial and time pressures on the institutions and organisations that would be involved in accreditation processes. Procedures should be integrated, as appropriate, with existing (or future) procedures for reviewing courses, programs or faculties. In many cases it is possible that minor modifications or additions to procedures already in place may be all that is necessary to meet the criteria for an adequate external accreditation review.

Principle 5: There must be an on-going cycle of review of the National Standards and Guidelines for Initial Teacher Education, the procedures of accreditation, and initial teacher education programs

The *National Standards and Guidelines for Initial Teacher Education* should be periodically reviewed for two reasons. First, initial teacher education is a complex field, the stakeholders have diverse interests and concerns, and any set of standards and guidelines will have difficulty adequately covering the field, meeting stakeholders concerns, and maintaining an adequate balance among the many elements which should be included. The *National Standards and Guidelines for Initial Teacher Education* have been developed after wide consultation and careful thought, but we do not consider them the final word. Thus they should be open to regular review. In addition, teachers' work, and the conditions and expectations of that work, are changing, and that change needs to be reflected in initial teacher education, and, as appropriate, in the *National Standards and Guidelines for Initial Teacher Education*. We have sought to draft the document so that its substance can be consistent with future developments - in particular so that it in no way inhibits innovations and developments which ensure the quality and relevance of initial teacher education over the coming period. However, we recognise that there may be changes over the coming years which we did not anticipate and which need to be addressed in the *National Standards and Guidelines for Initial Teacher Education*. Thus the document needs to be periodically reviewed - through an open, consultative process which involves all relevant stakeholders. The Queensland Board of Teacher Registration, drawing from its own experience, argued that 'A requirement for on-going review must be built into any guidelines' (p. 3).

The procedures for accreditation also need constant monitoring and regular review. The process could begin on a pilot basis, though a firm commitment to its continuation at the end of the pilot phase may need to be given.

There are also two major reasons for a cycle of review of initial teacher education programs.

First, there is a recognition of the practicalities of a large number of providers of initial teacher education, and an accreditation process which, we expect, will have limited resources. We anticipate that it would take a number of years before all programs could be reviewed for accreditation. All current providers couls be given interim accreditation, and the review process beginning with volunteers from different States and Territories. If the review cycle began at the beginning of 1999, around the end of 2004 all programs could have been reviewed, then the cycle would begin again.

Second, circumstances and needs change. Amendment of the *National Standards and Guidelines for Initial Teacher Education* may indicate a review of programs; a new or significantly changed program will require new accreditation, and other changes in teaching practice or teacher education will entail changes to the procedures or criteria of accreditation. The whole process should thus have a built in cycle of review.

Principle 6: Any procedure must promote and support quality, diversity, innovation, and the networking of best practice in initial teacher education.

The last of our principles is that 'any mechanism must promote and support quality, diversity, innovation, and the networking of best practice in initial teacher education'.

A number of submissions expressed concern that a national set of standards and guidelines for initial teacher education, and a national mechanism for their implementation, may constrain innovation and limit diversity, thus undermining the quality, responsiveness and relevance of initial teacher education. We have been very mindful of these concerns, and this is reflected in the substance of the *National Standards and Guidelines for Initial Teacher Education*.

The *National Standards and Guidelines for Initial Teacher Education* have an outcomes orientation. The Graduate Standards and Guidelines cover what we believe are essential minima for all initial teacher education graduates in Australia, given the common practices and conditions for deployment and work for beginning teachers. We expect that graduates will know and be able to do much more than we have set down. The exact meaning of many of the items in the Graduate Standards and Guidelines, and how these graduate attributes are reflected in the programs, will be matters for discussion and professional judgement in the review and accreditation process. (Or in a course development, review or other process if the document is used for such purposes.)

The Program and Organisational Standards and Guidelines indicate what we believe are essential to achieve the specified graduate outcomes and to provide accountability. Many are complex and are open to interpretation and professional judgement. In general we believe it should be open to providers to demonstrate that, though their program or its infrastructure may not be fully consistent with particular standards or guidelines, the graduate outcomes are achieved, and other relevant purposes are met.

The procedures of review should be flexible and supportive of different ways of organising initial teacher education. The procedures should not be a technical or mechanical ticking of boxes, but should involve the professional judgements of people with appropriate expertise, training and support.

The work of reviewing courses and related activities can itself be a powerful form of networking between different providers of initial teacher and between all major stakeholders in initial teacher education. It can result in the development of rich collections of knowledge and understanding - in documentary form and held tacitly by those involved in the process. We suggest that any mechanism supports the preservation and dissemination of this knowledge and understanding - through, for example, clearing house activities, and professional development activities and seminars for teacher educators and others. These sort of activities can be cost-effectively integrated with the accreditation activities, and respond to the third of this project's terms of reference.

Framework for accreditation

The *National Standards and Guidelines for Initial Teacher Education* have been considered by the major stakeholders in initial teacher education and have received wide endorsement. General consensus has emerged among the major stakeholders in support of the principles set out in the previous section.

Taking account of these principles, the Advisory Committee believes that the following options for procedures for external accreditation (or approval) should be considered. Further consultation with the stakeholders will be necessary before any such procedures are implemented, and it may be wise to test or pilot procedures before any final decision is made. The *National Standards and Guidelines for Initial Teacher Education* can still be used for internal university course development or review or for a range of informal collaborative purposes. In fact such practical and detailed consideration of the *National Standards and Guidelines for Initial Teacher Education* may provide valuable insights to inform the effective use of the document for accreditation or approval purposes.

The three options, in summary, are:

1. An accreditation body made up of major stakeholders, but independent from any one particular stakeholder, with a small national secretariat;
2. An accreditation system managed by the Australian Council of Deans of Education with a reference panel of representatives of the major stakeholders;
3. A devolved structure with a national reference panel of representatives of major stakeholders.

These three models are not discrete - there are a range of possibilities for various features of the models, and there are some continua between the models

The nature, strengths and weaknesses of each of these options will be outlined in turn. These outlines are intended to be indicative only - there may be features for

which we have not provided details, and there may be other strengths and weaknesses.

Option 1. An accreditation body made up of major stakeholders, but independent from any one particular stakeholder

The governing council of this body would have a membership of, say, between twelve and twenty, representing at least the major stakeholders (teacher educators, school authorities, teacher organisations, registration boards . . .), and, we suggest, chaired by the Australian Council of Deans of Education. That council would meet two or three times a year (with communication and decision-making between formal meetings as required). Its primary responsibilities would be to set the policy framework and strategic plan for the body, and, on the recommendation of the review teams, to determine the accreditation status of programs. The council would also be responsible for the periodic review of the *National Standards and Guidelines for Initial Teacher Education*, and for ensuring that there is such review of the structure and procedures of the body itself. If necessary, the council could be self-funded (by the stakeholder organisations funding their representatives on the council).

A small secretariat would support the council and carry out its decisions, and maintain systems and files. In the short term, additional project staff may be employed to prepare materials, carry out training of reviewers, and establish systems.

The actual review of programs would be done by small teams largely composed of individuals from the general locality (or State or Territory) of the institution, a majority (or large minority) being teacher educators, other members representing a balance of other stakeholders.

In those States and Territories with existing procedures of external review for the purposes of approval or accreditation the task of review would be integrated with, or delegated to, those local procedures (in line with principles 2 and 4). Here the practice may be very similar to that set out in Option 3 below, though in this and the following option the final responsibility for accreditation lies with the national body.

The work of review teams would utilise, or integrate with, universities' faculty and course reviews wherever possible. The review teams would make recommendations to the council on the accreditation of programs. Institutions would generally cover the costs of the review of their own programs.

Strengths

The strength of this model is that it can be consistent with all the principles set out in the previous section. It can efficiently and effectively provide the assurance of an independent accreditation procedure, while it utilises the professional expertise of teacher educators and other stakeholders, and is responsive and

locally accessible. It ensures that all programs are adequately reviewed, not just those where structures for review already exist.

It allows for the lack of congruity between the boundaries of States and Territories, on the one hand, and the effective boundaries of schooling, the teaching profession, and initial teacher education, on the other. It is consistent with the 'national' basis of the *National Standards and Guidelines for Initial Teacher Education*.

This structure can support innovation and networking of best practice among initial teacher education providers, in on-going dialogue with other stakeholders, through the council, the secretariat and the local review teams. It provides an enduring infrastructure for doing this.

Weaknesses

While it is possible for this model to be consistent with all the principles, in practice there is a danger that it may be (as well as be seen to be) remote from the practice of initial teacher education and local needs and circumstances, and operate as an unresponsive and intrusive bureaucracy. It may (or may be seen to) duplicate, compete with, or undermine the work of existing State or Territory bodies with over-lapping responsibilities.

As an independent body it would require funding and management not directly or wholly connected with any one of the major stakeholders. While the funding would not be great, its organisation may pose difficulties.

Option 2. Accreditation system managed by the Australian Council of Deans of Education

An accreditation system managed by the Australian Council of Deans of Education (ACDE), with a reference panel of representatives of the major stakeholders, would be similar to the Option 1. However, it would be located within the ACDE, and the ACDE would take ultimate (or primary) responsibility for its work.

Management of systems and files would be maintained by the ACDE nationally.

Review teams may be similar to the first option, though be accountable to the ACDE, and generally managed through the State or Territory ACDE structures (allowing for appropriate external review, especially in the smaller States and the Territories).

Financial support from outside the ACDE may be necessary for effective work. In terms of management and structure there could be further options between the first and this option.

Strengths

The major strengths of this option arise from its location within the ACDE. It would thus be seen as less of a bureaucratic layer, and may be more accessible at the national and local levels. Location within a university-associated body may

well ensure (and be seen to be ensuring) the high level of understanding of university programs and their context which is necessary for accreditation of such courses. Though located within the ACDE, it does provide for a transparent and accessible structure and procedures, and is overseen by a representative group.

The procedures of this option are likely to be simpler to establish than those of Option 1. Other strengths are similar to those of Option 1.

Weaknesses

This option's major weakness is that it may not, to the same degree as other options, have legitimacy for, and involvement by, stakeholders other than the ACDE . It may be seen as being captive to the ACDE's self-interest. However, as it is transparent and accessible, and overseen by a representative group, this option is a very substantial step from current practice.

It may also have the weaknesses of Option 1 in terms of real or apparent remoteness from local practice, needs and circumstances.

Option 3. Devolved procedure with national reference board

The third option is for a less formal procedure which utilises whatever existing review or approval processes may be occurring at a local level, and is overseen by a national reference board.

There may be a range of possibilities regarding how and to what degree the local structure, on the one hand, or the national reference board, on the other, determines criteria for, and final decisions about, approval/accredition. The national reference board may also have responsibility for the periodic review of the *National Standards and Guidelines for Initial Teacher Education* and the general structure for accreditation/approval, or these tasks could be carried out by representative committees convened on an ad hoc basis.

Within this model there are several options for those States and Territories which have no, minimal or inappropriate, existing external review or approval processes. First, separate local structures and procedures could be established - the responsibility, accountability, management and funding of which could be locally determined or developed within national guidelines. Second, the programs in those States and Territories could be reviewed by local teams responsible to the national board (perhaps through the ACDE) and supported by a national secretariat as in Options 1 or 2. Third, the programs could be reviewed through the existing procedures of another State or Territory. Fourth, the programs could be self-assessed by institutions. The final option is that the programs would not be part of a national approval/accreditation system.

There are thus a range of possibilities between this option and Options 1 or 2 in terms of national co-ordination and support.

The nature and degree of networking of best practice and other support for innovation and excellence would depend on the practices of existing local

approval/accreditation bodies and the resources of any national infrastructure. However, project funds may be utilised for networking of best practice as well as preparation of materials and training of those involved in review activities.

Strengths

This option may be the lowest cost and have the least 'bureaucratic' structure.

It is clearly accessible, and it fully utilises local procedures. It would not duplicate, or in any way undermine, local procedures.

It could work very effectively where there are existing procedures in the State or Territory.

Weaknesses

A major weakness with this option is in its application to programs in those States and Territories which do not have existing adequate mechanisms. In as far as such programs are reviewed through a nationally responsible and co-ordinated procedure, there is a tendency towards Option 1 (with its strengths and weaknesses). Without such a national structure for these programs, there may be a difficult and perhaps costly local procedures to establish. Or if review is carried out through an established body in another State or Territory, there will be a lack of participation by the stakeholders in the original State or Territory in the key decision-making structures (unless the membership can be adjusted as required - something which may be difficult for any formal procedures in bodies operating under legislation or substantial constitutions).

Being dependent on State and Territory-based existing procedures, this option is confined to operate within the structure of States and Territories, which do not always define the boundaries of the 'local', and are not always congruent with the structures of school authorities, the teaching profession, and initial teacher education.

Existing and contemplated State and Territory procedures are primarily concerned with teacher registration. This may lead to what is in some ways the opposite weakness of that of Option 2, which might be considered too close to the interests of the providers of initial teacher education. This option may result in a blurring of the practices and perceptions of teacher registration, on the one hand, and university course accreditation or approval on the other hand. Thus careful attention will need to be given to review procedures and personnel, and to relationships with the providers of initial teacher education if the reviews are to involve substantive professional judgements (as in 'accreditation'), rather than straightforward checking (as in 'approval'). The Queensland Board of Teacher Registration, for example, has ensured that this potential problem is not a feature of its work.

Conclusion

Consideration of the options for the use of the *National Standards and Guidelines for Initial Teacher Education* for the external accreditation or approval of courses is a complex area. The matter was not comprehensively or extensively canvassed during the work of this project, though the fundamental principles for such uses were considered. Unlike the *National Standards and Guidelines for Initial Teacher Education*, these options have not been circulated to major stakeholders for consideration and endorsement.

The potential value of the *National Standards and Guidelines for Initial Teacher Education* may not be realised without their application to the external review of initial teacher education programs. The discussion in this section provides a framework for consideration of how this might best be done. The final decisions should be made only after further consultation with the major stakeholders, which the Advisory Committee suggests be co-ordinated by the Chair of this project.

References

Higher Education Council 1996, *Professional Education and Credentialism*, National Board of Employment, Education and Training, AGPS, Canberra

Schools Council 1989, *Teacher Quality: An Issues Paper*, National Board of Employment, Education and Training, AGPS, Canberra

Schools Council 1990, *Australia's Teachers: An Agenda for the Next Decade*, National Board of Employment, Education and Training, AGPS, Canberra

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PART THREE

Appendices

Appendix 1

Organisations and individuals making written submissions

Universities and teacher education organisations

Australian Catholic University, Mount Saint Mary Campus, School of Education
Australian Catholic University, McAuley Campus, School of Education
Australian Teacher Education Association
Batchelor College School of Education Studies
Charles Sturt University School of Teacher Education
Curtin University Faculty of Education
Deakin University Faculty of Education
Edith Cowan University Faculty of Education
Flinders University of South Australia School of Education
Griffith University, Gold Coast Campus Faculty of Education and the Arts
Griffith University, Mt Gravatt Faculty of Education
Macquarie University Institute of Early Childhood
Macquarie University School of Education
Monash University Faculty of Education
Monash University Peninsular School of Education
Murdoch University School of Education
Queensland University of Technology Faculty of Education
RMIT Faculty of Education, Language and Community Services
Southern Cross University School of Education
University of Adelaide Graduate School of Education
University of Melbourne Faculty of Education
University of New England Department of Education Studies
University of New England Department of Curriculum Studies
University of Newcastle Faculty of Education
University of Tasmania Faculty of Education
University of Technology, Sydney School of Teacher Education
University of Western Sydney, Macarthur Faculty of Education
University of Western Sydney, Nepean Faculty of Education
Victoria University of Technology Department of Education

School Authorities

Anglican Education Commission, Diocese of Sydney
Association of Heads of Independent Schools of Australia (Tasmanian Branch)
Association of Independent Schools of WA
Catholic Education Office, Archdiocese of Canberra and Goulburn
Catholic Education Office, Hobart

Catholic Education Office, Melbourne
Department for Education and Children's Services, South Australia
Department of Education, Community and Cultural Development, Tasmania
Department of Education, Queensland
Education Department of WA
Education Victoria
Lutheran Church of Australia, Board for Lutheran Schools
National Catholic Education Commission
New South Wales Department of School Education
Northern Territory Department of Education
South Australian Commission for Catholic Schools
South Australian Independent Schools Board Inc

Teacher organisations

Association of Teachers of English to Speakers of Other Languages NSW Inc
Australian Association for the Teaching of English
Australian Association of Mathematics Teachers Inc
Australian Council for Health, Physical Education and Recreation Inc
Australian Council of Education through Technology Inc
Australian Council of TESOL Associations
Australian Curriculum Studies Association
Australian Education Union
Australian Federation of Modern Language Teachers Association
Australian Health Promoting Schools Association
Australian Joint Council of Professional Teaching Associations Ltd
Australian Literacy Federation
Australian Library and Information Association
Australian Mathematical Sciences Council
Australian Primary Principals Association
Council of Education Associations of South Australia
Independent Education Union of Australia
National Affiliation of Arts Educators
National Education Forum
Queensland Guidance and Counselling Association
Queensland Teachers Union
Townsville and District Learning Support Teachers Network

Professional standards organisations

Queensland Board of Teacher Registration
Standards Council of the Teaching Profession (Victoria)
Teacher Registration Board of New Zealand
Teachers Registration Board of South Australia

Parent organisations

Australian Council of State School Organisations
Isolated Children's Parents' Association of Australia Inc

Indigenous organisations

NSW Aboriginal Education Consultative Group Inc

Other organisations

Australian Association for Research in Education
Australian Council for Education Administration Inc
Australian Early Childhood Association Inc
Department of Employment, Education, Training and Youth Affairs (Schools Division)
National Industry Education Forum
National Out of School Hours Services Association
National Schools Network
Sydney Secondary Distance Education Centre

Projects

Language in the School Curriculum Project
Middle Schooling Project
Teaching the Teachers Indigenous Education Studies Project of National Significance

Individuals

Mr Ross Brooker
Ms Vicki Butler
Emeritus Professor Neville Fletcher
Dr Bruce Haynes
Mr David Homer
Ms Erica Jolly
Mr Rod Leonarder
Ms Ann Prudames
Mr/Ms Seth Vruthan

Appendix 2

Organisations and individuals consulted

Hobart: 2 April 1997

Australian Education Union (Tasmanian Branch)
Catholic Education Office
University of Tasmania School of Education
Tasmanian Aboriginal Education Inc.
Tasmanian Catholic Education Employees Association

Melbourne: 8 - 9 April 1997

Association of Independent Schools of Victoria
Australian Council of TESOL Associations
Australian Education Union (National Office)
Australian Education Union (Victorian Branch)
Australian Mathematical Sciences Council
Catholic Education Office
Deakin University Faculty of Education
Education Victoria
Independent Education Union (National Office)
Independent Education Union (Victorian Branch)
Melbourne University Faculty of Education
Monash University Faculty of Education
Standards Council of the Teaching Profession
Victoria University Faculty of Education

Perth: 15 - 16 April 1997

Aboriginal Education Branch, EDWA
Association of Independent Schools of WA
Catholic Education Commission
Curtin University Faculty of Education
Education Department of WA
Indigenous Australian Higher Education Association
Murdoch University School of Education
University of Western Australia Faculty of Education

Adelaide: 22 - 23 April 1997

Association of Non-government Education Employees (SA) Inc
Association for Environmental Education
Australian Association for the Teaching of English
Australian Association for the Teaching of Mathematics Inc
Council of Education Associations of SA
Department of Education and Community Services
Flinders University of SA Faculty of Education

Middle Schooling Project
SA Independent Schools Board
Teachers Registration Board of SA
University of Adelaide Faculty of Education
University of SA Faculty of Education

Canberra: 6 - 7 May

ACT Department of Education and Training
Australian Academy of Science
Australian Catholic University (Signadou)
Australian Education Union (ACT Branch)
Australian Early Childhood Association
Australian Medical Council
Catholic Education Office
Emeritus Professor Neville Fletcher
O'Connell Centre (inservice teacher education)

Sydney: 13 - 14 May 1997

Anglican Education Commission, Sydney
Association of Teachers of English as a Second Language (NSW)
Australian Association for Research in Education
Australian Council for Education through Technology
Australian Joint Council of Professional Associations
Federation of P & C Associations of NSW
Joint Council of NSW Professional Associations
Macquarie University Institute of Early Childhood
Macquarie University School of Education
Mr Rod Leonarder, Freshwater High School
NSW Aboriginal Education Consultative Committee
NSW Department of School Education
NSW Teacher Education Council
Teaching the Teachers Indigenous Education Studies Project of National Significance
University of New England Faculty of Education
University of Newcastle Faculty of Education
University of Sydney Faculty of Education
University of Technology, Sydney School of Teacher Education
University of Western Sydney, Nepean Faculty of Education

Brisbane: 20 - 21 May 1997

Australian Catholic University (McAuley) School of Education
Central Queensland University Faculty of Education
Education Queensland
Griffith University Faculty of Education
Queensland Association of Teachers in Independent Schools
Queensland Board of Teacher Registration
Queensland Guidance and Counselling Association

Queensland Teachers Union
Queensland University of Technology Faculty of Education
Ms Kaye Martinez, James Cook University
University of Queensland Graduate School of Education

Appendix 3

Organisations which responded to the limited circulation exposure draft of the *National Standards and Guidelines for Initial Teacher Education*

Universities and teacher education organisations

Australian Catholic University Faculty of Education
Australian Council of Deans of Education
Australian Teacher Education Association
Flinders University of South Australia
Griffith University Faculty of Education
New South Wales Teacher Education Council
Northern Territory University Faculty of Education
Queensland University of Technology Faculty of Education
University of Adelaide Department of Education
University of Canberra Faculty of Education
University of Melbourne Faculty of Education
University of Newcastle Faculty of Education
University of New England Faculty of Education, Health and Professional Studies
University of New South Wales College of Fine Arts
University of New South Wales School of Education Studies
University of Southern Queensland Faculty of Education
University of Sydney Faculty of Education
University of Tasmania School of Education
University of Technology, Sydney Faculty of Education

School authorities

Catholic Education Office, Hobart
Department of Education, Community and Cultural Development, Tasmania
Department of Education, Training and Employment, South Australia
Education Department of WA
Education Queensland
Education Victoria
National Catholic Education Commission
National Council of Independent Schools' Associations
New South Wales Department of School Education
Northern Territory Department of Education

Teacher organisations and professional standards organisations

Australian Education Union
Independent Education Union
Queensland Board of Teacher Registration
Teachers Registration Board of South Australia